

IMPLEMENTATION OF MULTICULTURAL EDUCATION IN STRENGTHENING INTER RELIGIOUS TOLERANCE AT TAMAN HARAPAN HIGH SCHOOL MALANG CITY

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Abstrak: Pendidikan multikultural merupakan pendidikan yang mengajarkan keberagaman dalam bertoleransi di berbagai kelompok yang memiliki latar belakang etnis, agama dan budaya yang berbeda. Tujuan dari artikel penelitian ini untuk mengkaji proses pendidikan multikultural dalam penguatan toleransi antarumat beragama di SMA Taman Harapan Kota Malang. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis studi kasus. Data riset penelitian didapatkan dengan teknik observasi dan wawancara. Hasil dari penelitian yang dilihat dari gambaran observasi dan wawancara adalah bentuk implementasi multikultural yang diterapkan di SMA Taman Harapan yaitu (1) Penyelenggaraan kelas-kelas agama yang dilakukan setiap hari Selasa. (2) Praktik dalam pembelajaran yang bisa dilakukan oleh semua agama. (3) Inklusivisme dan inisiasi kegiatan keberagaman di sekolah dengan adil dan sama, dengan melakukan ibadah bersama di hari Jumat. (4) Kegiatan menghias sekolah di setiap acara besar agama. (5) Partisipasi peserta didik di berbagai kegiatan sekolah seperti olahraga, membuat kerajinan, dan merayakan kemerdekaan 17 Agustus. Setelah mendapatkan pemahaman tentang pendidikan multikultural yang diberikan oleh guru dan pihak sekolah peserta didik memiliki tingkat toleransi yang tinggi seperti berteman dengan semua tanpa membedakan latar belakang masing-masing. Hal ini terlihat dari sikap dan perilaku yang diterapkan peserta didik sehari-hari di lingkungan sekolah.

Kata kunci: implementasi; pendidikan multikultural; SMA taman harapan.

Abstract: Multicultural education is education that teaches diversity in tolerance in various groups that have different ethnic, religious and cultural backgrounds.. This research article aims to examine the process of multicultural education in strengthening inter-religious toleration at Taman Harapan High School, Malang City. The research used is a qualitative approach with a case study type. The data were collected by observing and interviewing. The results of the research, as seen from the description of observations and interviews, are the forms of implementation multicultural applied at Taman Harapan High School, such as (1) Maintenance of religion classes is held every Tuesday, (2) Learning practices can be carried out by all religions, (3) Inclusivism and the initiation of diversity activities in schools in a fair and equal manner, by worship together on Fridays., (4) Decorating activities is held for every major religious event, (5) Students can participate in various school activities such as sport, making crafts, and celebrating independence on 17th of August. After understanding the multicultural education provided by the teacher and the school, the students were shown to have a high tolerance for being friends with everyone, regardless of their backgrounds. It is reflected in the attitudes and behavior students apply daily in school.

Keywords: implementation; multicultural education; Taman Harapan senior high school

Introduction

Indonesia is a very religious nation, this was mentioned by the Ministry of Religion in its findings on the Religiosity of Indonesian Society: Findings of the 2020 Social Piety Index (IKS). This score is included in the high category with each dimension in IKS (Burhani, Awaludin, and Ulum 2020). According to the Central Bureau of Statistics (BPS) in 2021 regarding the population as a result of the 2020 census based on SP2020, Indonesia's population is 270.20 million (Central Bureau of Statistics 2021). According to the Ministry of Maritime Affairs and Fisheries listed on the National Gasetir in 2020 Indonesia has 18,771 islands. Apart from thousands of islands, according to BPS data which refers to the management of SP2010, there are more than 1,300 ethnic groups in Indonesia. Diversity of 200 different languages. In addition, it includes religions that are believed by residents in Indonesia, namely Islam, Christianity (Protestant), Catholicism, Hinduism, Buddhism and Confucianism (Confucianism).more confused) (Statistics 2010). This diversity is a form of pluralism and a form of fact from the existence of multiculturalism in Indonesia (Lestari 2018). So that Indonesia has a life motto as an Indonesian nation, namely "Bhinneka Tunggal Ika", which means various but still one in one bond (Yumnah 2020). The phenomenon of diversity of religions, ethnicities, races, cultures, languages, and norms is widespread in Indonesia and eventually leads to conflict between individuals or groups (Widyatusti 2013). Tuesday, 31 January 2023, at 18.02 WIB, quoted from the detik news WIB Indonesia portal, with the headline "Setara: Violations of Religious Freedom Increase in 2022 Compared to Last Year", containing the Setara Institute reporting, there were 175 cases of violations of KBB related to 333 acts in Indonesia, slightly increased from last year's results of 171 incidents and 318 violations of KBB. Shera Anggreini Buntala, a researcher on freedom of religion and belief at the Setara Institute, said that 168 actions were carried out by state actors and 165 by non-state actors. Sierra said that the most KBB violations committed by state actors were 47 actions by local authorities, 23 actions by the police, 17 actions by Satpol PP, 14 actions by public educational institutions and 7 actions by forkopimda.

Multiculturalism does not only exist outside of schools but also in public and private schools, where there are diversity of ethnicity, religion, culture, race, language and norms. The school environment is a place for students to learn (Hanum 2006). School with diversity need to provide multicultural education to prepare students who have the attitudes and skills they need in an environment with a diversity of ethnicities, languages and other cultures and create a sense of mutual respect and tolerance among different students (Ningsih, Mayasari, and Ruswandi 2022). This is also stated in the vision, mission and academic goals of Taman Harapan High School which are based on the high concepts of peace and discipline, to foster intercultural and religious tolerance among students. Taman Harapan High School is a multicultural based school (Yamini, Principal of Taman Harapan High School, 2023). Taman Harapan High School has sufficient human resources for each religion, such as Islam, Catholicism, Protestantism and Hinduism by having religious teachers for each religion so that students can understand the meaning of tolerance well, then there is a curriculum on religion and culture in each subject, as well as practical activities that incorporate cooperation all religions, infrastructure such as places of worship and multiculturalism posters, and students as well as education who are very tolerant without any differences from one another (Widya, 2023).

The theoretical concept put forward by James Banks (1993) Multicultural education has five main dimensions. 1. *Content integration* (integration of multicultural education into the curriculum), namely how teachers can incorporate and embed material from different cultural diversity into their educational content as they learn. 2. *The knowledge construction process* (construction of knowledge), how teachers can help students understand and practice cultural assumptions, sources and cultural history and cultural perspectives influence construction of students' knowledge. Research and decisions. 3. *Prejudice reduction* (reduction of prejudice). This aspect focuses specifically on the characteristics of learning in racist behavior and how this focus can be improved in teaching methods and materials. 4. *An equity pedagogy* (equality pedagogy) is a form of equality between people and how teachers achieve the learning objectives of students from different ethnic and racial backgrounds, cultures and genders, and social groups. How differences in economic and social class exist in determining educational attainment. 5. *An empowering school culture and social structure* (empowerment of school culture and social structure) is a form of grouping and labeling that allows students to participate in school activities such as sports, there is emotional and interethnic communication from teachers to students, and it must be tested in a good way. To be able to strengthen and strengthen relations between races, ethnicities and gender (Mo'tasim, Mollah, and Nurhayati 2022).

James A. Banks (1993) is known as a pioneering figure in multicultural education in his book *Multicultural Education: Development, Dimensions, and challenges* states that multiculturalism is not only for one group with ethnicity Which but also multiculturalism for a nation that has a multicultural society (Mo'tasim, Mollah, and Nurhayati 2022).

According to Buya Hamka (1982) an Indonesian scholar, philosopher and writer in Tafsir Al-Azhar, tolerance

is an attitude that humans have to respect each other for other religions, when doing things of worship for other religions. This Hamka theory strongly supports the attitude of tolerance that exists in Taman Harapan High School, an attitude of tolerance that is in line with Hamka's opinion in the school environment, namely when Muslim students are praying dhuhr then for students of other religions to remain silent in class not to make noise and not to play on the school field such as playing football, volleyball, basketball and others (Nurlina and Busro 2021).

Previous research conducted by Hermanto, Aria Marini and Arifin Maksum (2021) entitled Implementation of the Value of Multicultural Education in Sangiang Pulau Public Elementary School, Bima Regency with the results of multicultural education was carried out through intra curricular and extracurricular activities (Hermanto, Marini, and Maksum 2021). Research conducted by Salis Husniati and Asrul Anan (2019) entitled Concept and Implementation of Multicultural Education in SD Negeri Duren Sewu I with the results of multicultural education is carried out by developing an attitude of tolerance, mutual respect, mutual respect and its implementation in learning materials and in the learning process (Salis Husniatin and Asrul Anan 2019). Research conducted by Syahrial, Agung Rimba Kurniawan, Alirmansyah and Arahul Alazi (2019) entitled Teacher's Strategy in Growing Togetherness Values in Multicultural Education in Elementary Schools with the results of multicultural education being carried out by teaching students to respect one another. Such as introducing the background of each student, forming familiarity, seating positions, forming discussion groups of different religions, and getting used to mutual cooperation (Shahrial et al. 2019). Research conducted by Agi Januarti, Amri Zakso, and Supriadi (2019) entitled Implementation of Multicultural Education at Teluk Keramat 1 Public High School with the results of multicultural education is carried out with activities extracurricular and regularly scheduled activities, spontaneous activities and exemplary activities (Januarti, Zakso, and Supriadi 2019).

The research conducted by the previous researchers above has similarities with the current researchers, namely examining the process of multicultural education and tolerance. The difference between previous researchers and current researchers is in the research object, from previous research the focus was on conducting research in public schools in Indonesia, while researchers are currently conducting research in multicultural-based private schools and the results of previous research only focus on observations that occur in schools while researchers are now using theory from James Banks to make observations related to the process of multicultural education, theory from James Banks is it in line with the process of implementing multicultural and tolerance education at Taman Harapan High School? *role model*, reference, and can be developed by other schools.

Method

This research article uses a qualitative approach. Qualitative research is a scientific activity that systematically collects data systematically, selects it into certain categories, describes and interprets data by interpreting images obtained from observations and interviews (Manab 2015).

Research data obtained by observation and interview techniques. The research started with observation by looking at the interactions of students with friends, teachers, and school staff. Observations were made in the school environment. Furthermore, conducting interviews with school principals, deputy heads of curriculum, religion teachers, and students. Interviews were conducted in the school environment, which took place in offices, classrooms and libraries. Research data taken through interviews in the form of words, *voice note*, and interview notes.

This research uses a type of case study research. Case studies will generally answer one or more questions from the formulation of the problem that begins with the word *how* or *why*. Problem formulation questions will focus on a number of events being studied and look for relationships (Polit and Beck 2010). The research subjects were school principals, vice curricula, religious teachers and students. Data analysis uses a way of examining the overall data available from sources, namely the results of observations and interviews. Then reduce the data by selecting and sorting the data, presenting the data and drawing conclusions.

Findings and Discussion

The Process of Implementing Multicultural Education at Taman Harapan High School

The implementation of multicultural education at Taman Harapan High School and its implications for students is in accordance with the theory presented by James Banks. The theoretical concept put forward by James Banks in his book *Multicultural Education: Development, Dimensions, and Challenges*. Multicultural education has five main dimensions. 1. *Content integration* (integration of multicultural education into the curriculum), namely how teachers can incorporate and embed material from different cultural diversity into their educational content as they learn. 2. *The knowledge construction process* (construction of knowledge), how teachers can help students understand and practice cultural assumptions, sources and cultural history and cultural perspectives influence construction of students' knowledge. Research and decisions. 3. *Prejudice reduction* (reduction of prejudice). This aspect focuses specifically on the characteristics of learning in racist behavior and how this focus can be improved in teaching

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The concept of James Banks' multicultural education theory has five dimensions and is based on interviews with school principals (Yamini, Principal of SMA Taman Harapan, 2023). first Dimension Implementation, *consent integration*, the school implements the first dimension by holding religion classes separately and only doing them on Tuesdays. Each religion has its own teacher, namely Islam, Catholicism, Protestantism and Hinduism. This religious school provides knowledge and understanding of all religions. The Islamic class has the most students from other religion classes. Islam strengthens student tolerance by emphasizing that students care for each other, remember and respect and do not interfere with other religions in their religious activities. Islamic religious teachers in providing activities and materials to students who have the Islamic religion (Joko, Islamic Religious Education, 2023). The Protestant religion class ranks second after Islam in terms of the number of students. Protestant religious learning strengthens tolerance in students by forming students who follow school rules, because schools are multicultural and students must apply tolerance to one another (Gani, 2023).

The Hindu class has only one female student. Hindu religious learning in strengthening student tolerance by developing student character. Students will be taught how to live in accordance with multiculturalism. Multiculturalism with tolerance and freedom to embrace the desired religion (Astabrata, 2023). The Catholic religion class also only has one male student. Even though there is only one student in a Catholic religion class, the school still provides human resource facilities by providing one Catholic religion teacher. Catholic religious learning to strengthen tolerance, by focusing on knowledge of verses or prayers and religious practices regarding tolerance (Suwanti, 2023).

Second Dimension, *the knowledge construction process*, Application of the second dimension by providing class practices such as marriage practices that can be followed by all religions. Class 3 Islamic religious marriage practices followed by all religions. Practice Flags Islamic religious marriages are carried out at the time of learning the marriage contract in the third grade of high school. The practice of this contract was attended by all third grade students, carried out in the library with the groom and bride of the students, the principal of the Islamic religion teacher, the parents of the guardians of the students and witnesses from other teachers and students. This practice uses real wedding-like decorations prepared by third-grade students as well as teachers who assist in carrying out the practice.

Each student makes a wedding offering made of anything, while the teacher prepares a buffet that will be served for the wedding guests. All learners take part and work together to make the practice a success. The goal is that all third grade students get real experience of how the contract and marriage process is in Islam.

third Dimension, *prejudice reduction*, the implementation of the fourth dimension by carrying out activities that can be carried out jointly by all religions. The school carries out activities to decorate the school at every major event of religions to respect other religions so that every religious student can celebrate it. Every holiday celebrated each School religion always provides facilities in the form of celebrations that will be carried out at school. Celebration of Eid al-Fitr for students and those who are Muslim, celebration of Eid al-Adha (slaughtering sacrificial animals), Ramadan huts during the month of Ramadan. Celebration of Christmas Day by giving gifts between Christian students and teachers. Celebration of Nyepi Day by installing Banteng for students and teachers who are Hindus. And Chinese New Year celebrations for religious students and teachers Kong Chu. In addition, even though the school does not have students who are of the Khong Chu religion, the school still provides these facilities in honor of the celebrations of the religions believed in Indonesia.

third Dimension, *en equity pedagogy*, application of the third dimension of inclusivism and initiation into religion in schools in a fair and equal manner, by carrying out joint worship. Only worship together on the day Friday. Islamic religious worship by performing Friday prayers together in prayer room school. Christian worship by having a love hut and Hindu religious worship by lighting incense and praying. Worship with the Islamic religion which is carried out on Friday, namely Friday, students and teachers who are Muslim can carry out Friday prayers on Friday prayer room that the school has provided. The joint worship for Christianity is a love hut, a love hut is held in the library which is attended by Christian students and Christian teachers. The school will provide one speaker who will provide any related material according to the theme carried to students. Worship with the Hindu religion, namely offerings to their God, this worship is carried out in an empty place inside school by giving

an offering on a canang and lighting incense.

fifth Dimension, *an empowering school culture and social structure* (empowerment of school culture and social structure). This dimension is implemented by participating in various school activities such as sports, making crafts, and celebrating August 17th independence by making decorations for schools. Sports activities are carried out in the school field according to the sports schedule for each class. Participate in making crafts such as batik, miniatures, and so on. Participate in the August 17th celebration by making decorations such as posters, banners, flags, and so on. This celebration is also accompanied by traditional dances from students as well as clothing paraga from various cultures in Indonesia, and holding competitions during the Prophet's birthday, Islamic New Year and Chinese New Year.

The Concept of Multicultural Education in Islamic Religious Education

Based on the results of interviews with the principal of SMA Taman Harapan, the religion that students believe in has a percentage of how many students believe in that religion. Islam has the highest percentage compared to other religions 60%, Protestant Christianity 34%, Catholicism 3%, and Hinduism 3%. Islam has more students than other religions (Yamini, Principal of Taman Harapan High School, 2023). PAI teachers here have a very important role in guiding Muslim students to understand multicultural education in Islamic religious learning because students are in an environment that has different religious and cultural backgrounds in creating an environment of tolerance and harmony.

The purpose of Islamic religious education refers to QS az-Zariyat verse 56, That is to make man a servant of His Creator, in order to be able to build the world and manage the universe in accordance with the concept that has been set by Allah SWT (Haris 2015). The purpose of education religion Islam established by God to meet the needs of humans themselves, both primary needs (*al-maqasidu al-khamsah*), seconds (*Hajiyat*), and tertiary (*reimbursement*). An explanation of the goals of Islamic religious education is in accordance with the goals of multicultural education, namely creating a harmonious life in a pluralistic society (Ibrahim 2013). And based on the results of interviews with PAI teachers at Taman Harapan High School multicultural education in PAI learning for students with an emphasis on tolerance according to Islam. How to have the right religion (moderate Islam) not be too inclined and not fanatical towards an understanding so that students can create a school environment that is harmonious and full of tolerance (Joko, Islamic Religious Education, 2023).

Islam upholds the spirit of multiculturalism (Rasyid 2017). Not solely because humans are created in various ways, but so that humans can carry out their sacred duties as saviors of the earth, God's representatives on earth. And so that humans themselves are able to expand compassion and peace throughout nature (Sujatmiko, Nadlif, and Astutik 2022). Multicultural education in Islamic education is strengthened first in the Qur'an surah al-Baqarah verse 213 (Ismail et al. 2020). It means:

"The human being is one nation. (after a dispute arose), then God sent the prophets, as a warner, and God sent down with them the true Book, to give a decision between people about the matter in which they differ. There is no dispute about the Book except for those to whom the Book has been brought, that is, after clear evidence has come to them, because of envy among themselves. So God guides those who believe in the truth about what they disagree with about His will. And God always guides the people He wants to the straight path.

Buya Hamka (1989) explains in his commentary on al-Azhar volume (III) that surah Al-Baqarah verse 213 is a foundation of the science of sociology instilled in Islam. All human beings are essentially one people. This means that even though they have different skin colors, different languages spoken, from different continents and different islands, in humanity they are one unit (Ismail et al. 2020). The source of the occurrence of enmity, discord, and divisions that exist among human beings religious is not because of the teachings and understanding of the religion they adhere to, but because of human envy that makes them all ignore the teachings of their religion. Because every religion will teach its adherents to be good human beings and respect every difference (Yusuf 2018).

Both are listed in the Koran surah al-Hujarat verse 13. Meaning: "O mankind, indeed We have created you from a male and a female. Then, We made you into nations and tribes so that you would know each other. Indeed, the most noble among you in the sight of Allah is the most pious. Indeed, Allah is All-Knowing and All-Knowing".

Abdullah Yusuf Ali is known as a Muslim figure among Indian and Muslim Scholar europe. In interpretation *The Holy Qur'an* which explains that the verses addressed to all mankind, both Muslims and non-Muslims. From this verse it is emphasized that Islam is very believes and considers that every human being is born in pairs, then has the goal of getting to know and understand each other who are different in terms of skin, language, ethnicity, and so on (Laso, Rahayu, and Nadiya 2022). Multicultural education in learning Islamic religious education directs students to live together, the ability of students to live with other people who have different ethnicities, cultures and religions, this ability must be a value that is inherent in the learning objectives of Islamic religious education. The goal is that students have an understanding of religion and attitudes that are in line with their ability to live together (BaridNizaruddin Wajdi 2020).

The Implications of Multicultural Education For Students at Taman Harapan High School

In dealing with multiculturalism at school and outside school, it should no longer be an excuse for not being able to live in a peaceful environment side by side. As an Indonesian nation, the Indonesian population must be grateful because multiculturalism is a gift from God that can be used as a high cultural treasure of the Indonesian nation. value. On the positive side, because there is multiculturalism in various ethnicities, religions and cultures, there is no need to question it negatively, instead multiculturalism is a gift given by God to mankind to create a harmonious, colorful and mutually respectful living environment. Sometimes multiculturalism with ethnic, religious and cultural diversity if it is not well understood, it is feared that it will cause conflicts that affect the community unit (Yumnah 2020). The context of a multicultural nation and state is that all existing groups regardless of religious, cultural, ethnic and class backgrounds must respect, respect and protect one another. Pancasila as the national identity of the Indonesian nation was formulated by the founding fathers of the Indonesian nation with the aim that all religious, cultural, ethnic and class groups can knit commitments by establishing mutual unity and unity as contained in the third Pancasila precept which reads "unity and unity of the Indonesian nation" (Muthohirin , Kamaludin, and Mukhlis 2022). In line with the explanation explained by Parekh, that the national identity of a community must be strong so that it can include all citizens of the country by allowing one community to unite with another community (Parekh 2002).

Education in schools is required to follow the development of the times, along With the development of the times, solutions to unite students in schools of various ethnicities, religions and cultures are also increasingly developing and being carried out a lot. Religious education is the main focus in schools in applying the attitudes and character of students, students can have a good attitude of tolerance at school because there are special programs to understand multicultural education (Nurcholish 2020). Five The dimensions in James Banks' multicultural education theory concept can be implemented well in Taman Harapan High School and these five dimensions have good implications for students and teachers in the school environment.

Based on interviews with students in class XI, students inside and outside the class really appreciate the differences between each other, there is no gap in between one another to be friends with each other (Student, 2023). So that schools can create a harmonious school environment between students of different religions and cultures, there are no gaps between students, there are no boundaries in making friends with each other, there are no students who see the religious and cultural backgrounds of other friends, respect each other, help each other, and find it easy to communicate with teachers, between friends and staff at school.

Conclusion

Taman Harapan High School is a multicultural based school. Of course, this is contained in the goal of multicultural education at Taman Harapan High School, which is to provide freedom and service to religions in Indonesia. Religious coaching is given the opportunity to develop in accordance with his teachings and given separately by their respective religious teachers can maintain inter-religious harmony and tolerance in the school environment. Schools have special programs and activities to develop education multicultural such as every religion can carry out worship according to their religion freely, holiday celebration activities in each religion namely Islam, Christianity, Hinduism, and Confucianism, schools also facilitate facilities and infrastructure such as places of worship, posters, holiday celebrations, practical activities, and human resources in learning.

The concept of James Banks' multicultural education theory which has five dimensions has been applied by SMA Taman Harapan, from these five dimensions it has real implications for students. It is stated in the school's vision, mission and goals, which aim to support the realization of intercultural and religious tolerance for Taman Harapan High School students based on the concept of peace and high discipline. form of implementation multicultural education in Islamic religious learning that emphasizes multicultural education by applying an attitude of tolerance according to Islam in accordance with the surah in the Koran, namely QS. al-Baqarah verse 213 and al-Hujarat verse 13. By looking at harmony and tolerance between students, teachers and staff who have different religions and cultures in the Taman Harapan High School environment, it can be used as role *model* other schools and become a solution in overcoming the problems of intolerance, radicalism, anarchism which have recently been growing in society.

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